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AUTHOR Hook, Julie C.
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ABSTRACT

This bibliography contains lengthy annotations of 29 sources which address the issues of prewriting; revision; the emotions involved in the writing process; different methods of writing instruction; and the relationships among reading, writing, and reasoning. Also included are a glossary of terms, a summary of the issues raised by the works cited, conclusions, and recommendations for the language arts curriculum. The works in this annotated bibliography are of concern to the elementary and secondary teacher of language arts and date from 1983 through 1986. Works cited include journal articles, documents in the ERIC database, and monographs. (RS)

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AN ANNOTATED BIBLIOGRAPHY OF LITERATURE SHOWING THE IMPORTANCE OF THE PROCESS OF WRITING
IN THE LANGUAGE ARTS CURRICULUM

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By
Julie C. Hook
Graduate Student

Study Directed By
Charles R. DuVall, Ph. D.

Submitted in partial fulfillment of the requirements
of S 591 Research: Exit Project

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STATEMENT OF THE PROBLEM

Methods of teaching the writing process are extremely important in the establishment of literacy in today's society.

PURPOSE OF THE STUDY

Reading and writing are both composing; they are functional tools for learning. For both of these subjects, getting back to basics means going back to real reading and writing. Students need encouragement in real life language use, not isolated incidents to accommodate curriculum. Communication through reading and writing must be recognized by today's educators as an important social event which leads to literacy. Teachers must change from a product oriented to a process oriented society. (Harste, Pierce, and Cairney, 1985)

For this to be achieved, there must be some changes in curriculum. Teachers must learn to issue invitations, not merely give assignments. Modifications of curriculum to allow students to take risks are recommended. Allowances must be made giving time for uninterrupted reading and writing to be increased. Students must learn to put thoughts on paper, shuffle, and reorganize. They must also be exposed to a diversity of writing activities and writers. (Harste, Pierce, and Cairney, 1985)

Many students are stifled by the "red ink" approach. Most students have a negative attitude toward writing because their papers are "bleeding" when they are returned. Educators should follow the advice of several researchers on the subject, and "make literature live by bringing in authors, showing drafts, and the process by which authors write." (Graves, 1983, p.76) The mechanics and grammar must be secondary if not a "hidden" element at the onset. The entire process of thoughts from initial idea to finished product must be presented to and enacted by students for maximum growth.

"Punctuation, capitalization and other 'rules' of grammar are peculiar and essentially meaningless to anyone who cannot already do what is being explained." (Smith, F. 1985,p.558) Smith further stated it is "only through reading that writers learn all the intangibles that they know." (Smith, F. 1985, p. 558)

Reading and writing are the framework around which to organize curriculum. Exploration through a combination of reading and writing activities is the key to a successful language arts curriculum. In conclusion, writing is documentation of the present to preserve for the future. The reading and writing process is filled with opportunities. Natural language events are more meaningful. Students must learn how to communicate through language use since it is the vehicle through which growth and change occur. There is an interplay between reading and writing; a transactional process or reformulation of ideas occurs. Therefore, new discoveries and insights are developed through the process of writing. (Harste, Pierce, and Cairney, 1985)

Finally, "writing contributes to personal development and makes a special contribution to the way people think." (Axelrod, and Cooper, 1985, p.2) It is not a mystery but rather a "complex process...which contains elements of mystery and surprise," (Axelrod and Cooper, 1985, p.3) and "taps the virtually unceasing stream of our inner speech." (Moffet, 1981, p.14)

ORGANIZATION

Three major areas concerning the elementary and secondary teacher of language arts will be addressed in this paper. The first section, writing processes, will attempt to establish the importance of pre-writing in teaching writing, analyze different types of revision and how they may best be used in the classroom, and discuss the emotions involved in the writing process and their influence on the final product.

The second section, writing instruction, will review through available research the different methods which are existent for use in teaching writing and their importance in the overall process. Important factors in implementing change are also relevant.

The third section discusses the relationships among writing, reading and reasoning and offers suggestions for the best use of all three in an attempt to bring about a more literate society.

The organization and make-up of this study does not provide for opinions related to the research. The information has been reported strictly according to its notable contribution to the study as a whole. Therefore, a separate section of related opinion articles relevant to the study has been included to enhance the report.

LIMITATIONS

An abundance of research related to the value of the study was available, however, due to time limitations, restrictions were placed on the review of same. As this is being written, so too is research being printed that would add to the study. A continuation of this study could only prove to expand the premise upon which it is founded.

GLOSSARY

appropriate writing behavior -- i.e., "I would pause to think about what I was writing as I wrote." (Petrosko 1984:23)

baseline -- a period of time in which "the teacher instructed the students to write in their journals each day." The required writing was a least ten hours. (Bording, McLaughlin, and Williams 1984:313)

BESW -- "Brand Emotions Scale for Writers"... "is a short, paper-and-pencil inventory designed to measure the emotions involved in writing." (Brand and Powell 1986:280)

BESW-(T-form) -- "is concerned with how people feel in general when they write and asks about frequency of emotions;" writing in general (Brand and Powell 1986:281)

BESW (S-form) -- is concerned with how people feel before, during, and after writing a particular peice and asks about the intensity of emotions at those times; with a particular piece of writing. (Brand and Powell 1986:281)

communication/whole language program -- "referred to emphasis on the construction of text which has the purpose of sharing message intent effectively with an audience when asked to consider the writing process" (Wilucki 1984:8)

context -- "the writer's perception of the circumstances surrounding the act of writing; an interaction between writer and situation" (Hudson 1986:299)

curriculum -- "a series of planned events that are intended to have educational consequences for one or more students" (Owens 1986:76)

emotional change -- "the mean difference between the pre and post writing responses across the sessions" (Brand and Powell 1986:282)

emotions -- "qualitatively distinct feeling states that have behavioral and physiological properties" (Brand and Powell 1986:280)

external validity -- "requiring that the findings be generalizable to other groups in similar settings" (Myers 1983:6)

framing activities -- "showing students how activities are related to one another" (Dunn 1984:8)

free time contingency -- a period of time in which students wrote "teacher rated student journals" to earn points. "Improvement from the previous day earned the student a point. One point was awarded for capitalization, one for punctuation, and one for overall accuracy. A bonus point was given for neatness." (Bording, McLaughlin, and Williams 1984:313)

free-write -- "an unstructured writing task that allowed the students to reflect on their own experiences and ideas" (Owens 1986:80)

holistically -- scoring method developed by ETS. Selected papers are read quickly by research assistants and rated on a scale of one to six, with a score of one representing the lowest score and a score of six representing the highest score. These papers are then used as anchor papers for scoring the remaining papers. (Ruddell and Boyle 1984:11-12)

inappropriate writing behavior -- i.e. "I would stop after I had written part of my paper and copy neatly." (Petrosko 1984:23)

internal validity -- "requiring that the data come from an authentic setting" (Myers 1983:6)

invented spelling -- when "children spell according to their own perceptions of sound/symbol relationships" (Wilucki 1984:8)

knowledge-telling -- "model of the process of writing to include: generating content, then writing, then producing a good copy" (Steinbach 1984:5)

linguistic task framework resources -- "the set of constraints on what and how something is read or written" (Bloom 1984:1)

mapping -- "a prewriting technique which assists writers in generating, relating and shaping ideas" (Ruddell and Boyle 1984:4)

meaning oriented -- "the strategy of retelling the story [with] purposeful deletions of difficult words" (Kroll 1985:135)

mechanics/skills oriented program -- "referred to teacher's and children's expressed emphasis on legibility, letter formation, grammar, spelling and vocabulary when asked to consider the construction of written language" (Wilucki 1984:8)

metacognitive awareness -- "knowledge of one's own cognition" (Gordon and Braun 1986:292)

metacognitive control -- "conscious knowing how"... "extends beyond awareness to the deliberate and conscious control of cognitive actions" (Gordon and Braun 1986:292)

novice approach -- "using writing as an occasion to tell what one knows" (Steinbach 1984:4)

negative action emotions -- "afraid, angry, anxious, disgusted, and frustrated." (Brand and Powell 1986:281)

negative emotions -- "ashamed, bored, confused, depressed, lonely, and shy." (Brand and Powell 1986:281)

positive emotions -- "adventurous, relieved, satisfied, and surprised" (Brand and Powell 1986:181)

prewriting -- anything which helps to prepare the writer for the act of writing; that which "occurs after the individual has been stimulated to write but before writing begins in any formal or fluent manner" (Lambert 1985:315)

reading and writing resources -- "physical resources such as pencils, pens, paper, books, and erasers: (Bloom 1984:1)

reflective approach -- "understanding the act of writing as a tool for thinking, and of the interactive nature of writing and planning" (Steinbach 1984:5)

reflective approaches -- expert approaches to writing (Steinbach 1984:4)

relationship between student writer and teacher respondent -- "student as performer for grades and teacher the sole audience" (Dunn 1984:9)

response to student writing -- "teacher as sole initiator, audience and evaluator"... which "potentially stymies and distorts the role of student writer" (Dunn 1984:22)

response to the student -- shows the teacher who "motivates students to write, provides support and technical assistance, and acts as proxy for the student's intended audience when necessary" (Dunn 1984:24)

story grammar -- "sets of rules that define the underlying structure of most narratives" (Gordon and Braun 1986:293)

teacher as coach -- "assumes that students are motivated to write and most often as a one-to-one situation" (Dunn 1984:18)

teacher as model -- "doing as the most important part of art" (Dunn 1984:19)

teacher as motivator -- "motivating activities were geared to the entire class"...and were spoken "out loud" (Dunn 1984:18)

word oriented -- a tendency to "copy parts of the original text without change or to replace items on a word-for-word basis" (Kroll 1985:132)

writing for the classroom -- "the subject matter about which students write is largely teacher-determined, tightly framed, and almost exclusively expository" (Dunn 1984:22)

writing for the real world -- "the student as author exercises considerably more authority to determine the subject matter of his/her writing and can identify a variety of audiences or a range of significant others to whom he/she intends to write for various purposes." (Dunn 1984: 24-25)

WRITING PROCESSES

IS PRE-WRITING IMPORTANT TO THE PROCESS?

Lambert, Judy C. "Class Discussion and One-to-One Interaction: Their Effect on the Decisions of Fourth Graders to Write," Journal of Educational Research, 78(5):315-318, May/June, 1985.

A study involving 355 students was conducted to determine the effect of class discussion as a pre-writing activity on boys and girls in fourth grade. Group A received the writing stimulus of listening to a story and were then directed in a class discussion. Group B was given the same writing stimulus with one-to-one interaction. Group C received the same stimulus as A and B and were sent directly to a writing center without any pre-writing activity. The results of the one-to-one interaction were null and may be due to the lack of one-to-one discussion in the normal elementary classroom, making it new and different, thus the students were unable to relate without prior experience. According to this study, engaging girls in the prewriting activity of class discussion had a negative effect on their willingness to write. Lambert warned that teachers should be cautious in "routinely engaging elementary girls in class discussion if a major goal is to encourage writing." (p.317) The same effect was not noted where the boys were concerned. Also, findings indicated little interest in writing by fourth graders when given a choice of reading, writing, or drawing.

Moore, Michael T. "The Relationship Between the Originality of Essays and Variables in the Problem-Discovery Process: A Study of Creative and Noncreative Middle School Students," Research in the Teaching of English, 19(1):84-95, February, 1985.

Middle school students from a suburban-rural area of middle to upper-middle class backgrounds participated in a study to analyze the approach a student uses in solving writing problems and its relationship to creativity in the individual. Eight (8) students identified as creative were paired with eight (8) low-creative students and for control purposes all participants had an IQ above 125. A table full of a diversity of objects was placed in front of each student and the student was instructed to use the objects, as many or as few as desired, to create a piece of writing he or she felt pleased about having written. No time limit was given, and a tape recorded interview was held after each student completed the assignment. Students were encouraged to feel and rearrange the objects to their liking. Charts and tables were kept showing the number of objects touched, the uniqueness of objects, the objects chosen and placed, and the prewriting time, as well as the total time to complete the assignment. The final products were rated by two (2) panels for creativity. One group consisted of middle school language arts teachers, while the second group included teachers of other disciplines. Each sample was typed and grammatically corrected before being rated. The study indicated that although the creative students scored consistently higher, the difference was not significant enough to conclude the originality or creativity of the students. The data indicated that the way a student approaches the task or the prewriting exercise does relate to the presence of originality in the written product. The more creative products were produced by the students who spent more time formulating ideas and touching more objects than their non-creative counterparts which could be due to a deeper understanding of the objects and their relationship. It was speculated that perhaps less creative students could be taught to write more original products if taught to analyze and synthesize their feelings and life experiences in relation to objects.

Smith, E. Conducting a Follow-up Study of Students in Writing Courses, (ERIC Document Reproduction Services No. ED 247 596:17) 1984.

A study was conducted involving eleven students ranging from freshman to senior level with majors in several fields. Each student selected had taken an intermediate or advanced course in expository writing between 1980 and 1982. Those selected were willing participants for no personal gain. An interview and spontaneous writing session was used to evaluate each subject as a method of determining long term effectiveness of writing instruction. Several students mentioned continued use of free-writing, brainstorming and outlining as techniques used to begin writing assignments. Only three (3) students felt that responses from another person in class were important tools in revising their work. Self-help tactics found successful were reading aloud and handwriting or even printing a second draft. The results of the writing course on long term writing were "more structured writing habits, better self-discipline, increased curiosity about writing and its capability for self-development and an enhanced appreciation of audience awareness." (p.6) Suggested improvements for the course were more explicit instructions on "how to write an essay" if only to lessen the anxiety of approach. More group explanation of how to critique each other's work was also stated as an improvement for future courses.

DOES REVISION MAKE A DIFFERENCE IN THE FINAL PRODUCT?

Kroll, Barry M. "Rewriting a Complex Story for a Young Reader: The Development of Audience Adapted Writing Skills," Research in the Teaching of English, 19(2): 120-139, May 1985.

Kroll stated that "children are not always as successful at communicating in writing as they are when speaking, even after they have achieved a measure of fluency in writing." (P.121) There are problems in developing written messages for a particular audience's needs. Kroll felt studies in each of the following should be considered: 1) a classification of audiences addressed in school writing, 2) students' efforts to transfer information to younger readers, and 3) altering written messages for two or more audiences. Most school writing is addressed to the teacher which reduces the student's chances of becoming accustomed to adapting his/her writing to a variety of audiences. Participants in the study were in grades 5,7,9, and 11 from a small city in central Iowa and college freshman from Iowa State University. Students' abilities were in the "normal range of school achievement for their abilities." (p.125) A total of 141 students were involved in the study. The researcher used a six minute nonverbal cartoon of a story with a moral which he had written and typed up himself. The material was purposely written on a level too difficult for third graders to understand. The assignment involved asking students to re-write the story so that good third grade readers could understand it. Results indicated that the majority of 5th and 7th graders used a word-oriented approach to the assignment while 90% of the 9th graders used a meaning-oriented approach. All students reduced the complexity of the story which indicated an overall sensitivity to the needs of the younger reader. The stories were written with less complexity for each increase in grade level. Therefore, "younger students tended to be somewhat 'word-oriented' in their rewriting, whereas older students tended to be more 'meaning-oriented'." (p.137) The shift from word orientation to meaning orientation occurred between 7th and 9th grade.

Dalton, David W. and Hannafin, Michael J. "The Effects of Word Processing on Written Composition," Journal of Educational Research, 80(6):338-342, July/August 1987.

Writing compositions of eighty (80) seventh-grade students from four (4) remedial language arts classes were examined holistically for a period of one year. The treatment group used computers three times per week to do writing assignments. The chosen students were placed in the class according to below average scores on the Comprehensive Test of Basic Skills (CTBS) and by teacher recommendation. The other group used the writing method of using paper and pencil. Students from both groups were taught pre-writing activities and revision. A final writing sample the last month of school consisted of a one to two page expository essay on a given topic. Papers were evaluated by three (3) experts who judged them according to "structure and organization, correct usage of the parts of speech, punctuation, capitalization and spelling." (p.339) All essays were handwritten and scored independently by subtracting points from a perfect score of 100. Results showed the use of computers to be of significant aid for low level students while there was no significant difference for able-learners. Problems with the study occurred due to the students minimum typing ability and some stated they wrote better using computers due to hassle-free writing. The results suggested that "word processing offers significant potential for the development of writing skills," (p.341) in low ability students.

Kurth, Ruth J. and Stromberg, Linda J. Using Word Processing in Composition Instruction, paper presented at the annual meeting of the American Reading Forum (5th, Sarasota, FL, December 8-10, 1984) ERIC Document Reproduction Services No. ED 251 850:16) 1984.

A study to determine the effects of the use of word processors on composition instruction was conducted using eighteen (18) subjects who were referred for remedial instruction in writing and reading in 5th, 6th, or 7th grade. Test scores on the Metropolitan Achievement Test indicated a reading level of at least 3.6 with the highest score being 6.2 and a median score of 4.7. The eighteen students were divided into two groups, one of which used word processors in the study while the other used the traditional pen-in-hand method. Each group was given thirty-six (36) hours of composition instruction by an experienced English teacher with an emphasis on prewriting, draft writing, revision and editing. Revision efforts were concentrated on overall revising as opposed to simple spelling, punctuation and word changes. Each of the groups completed and submitted for analysis twelve (12) of the sixteen (16) assignments given. The results were overwhelming in favor of the word processing group. Although this group lost writing instruction time due to keyboarding and programming instruction, they still produced longer compositions with a more enthusiastic approach to group revisions than the opposing group. "The appearance of the work on the screen seemed to help focus student attention on the writing task at hand." (p.9) Group revision was required of both groups, however the word processing group met more formally and for longer periods of time than did the other group. Students in the computer group anxiously awaited their turns to present their drafts on a large screen monitor, and the idea of printing copies so easily for each group member was an added motivational tool. Conclusively, "word processing programs can be used to enhance the teaching of written composition." (p.11)

Bording, McLaughlin, and Williams. "Effects of Free Time on Grammar Skills of Adolescent Handicapped Students," Journal of Educational Research, 77(5): 312-318, May/June 1984.

A study was proposed to decide: 1) whether or not a free time contingency could increase the writing and grammar skills of mildly handicapped students from ages twelve (12) to sixteen (16), 2) to determine if such changes would have a bearing on standardized test scores, and 3) if the evaluations from other teachers on the students' work would improve. The participants IQ's ranged from 54 to 100 with grade equivalents from 2.4 to 6.3 in reading and 2.6 to 5.7 for spelling. The study was done in a junior high self-contained special education classroom with a certified teacher, a part-time teacher's aide and student aides. The experiment lasted from twenty-two (22) to thirty-five (35) days per group. The students were instructed to write at least ten (10) lines on any subject of their choice during their language arts period for the baseline period. During the free time contingency period, for each writing improvement from the previous day, the students were given points which could be translated as three (3) minutes of free time for each point given. A pretest and posttest were given to measure improvements made up partially from the Brigance Errors Diagnostic Test of Basic Skills. Capitalization errors were calculated by "dividing the number of letters appropriately capitalized by the number of letters which should have been capitalized, plus the number of letters which were incorrectly capitalized." (p.313) Punctuation errors were calculated similarly by taking "the number of appropriately used punctuation marks divided by the number of appropriate marks necessary, plus the number of incorrectly used punctuation marks." (p. 313) Three special education teachers rated a total of fifty (50) papers using six (6) questions on a ten (10) point scale. The questions covered skills in capitalization, punctuation, subject-verb presence, overall skills in grammar, cursive writing and quality, with number one being poor and ten being excellent. Immediate increases resulted with the introduction of free time during the creative writing process. Capitalization increased from fifty-one (51) per cent to seventy-eight (78) per cent, punctuation from forty-three (43) to seventy-three (73) per cent, and "eight of nine students' performance for both capitalization and punctuation became more stable during free time condition." (p.314) The questionnaire ratings showed the most significant increases in capitalization and punctuation, and the least increase for subject-verb presence. "The results of this study indicated that grammar skills could be substantially improved through the combined use of teacher instruction and contingent free time." (p.314) In conclusion, "teaching grammar skills through creative writing is an effective way of teaching these skills, rather than teaching them in isolation and hoping the skills would transfer to creative writing." (p.318)

Cronnell, Bruce. "Language Influences in the English Writing of Third-and-Sixth-Grade Mexican-American Students, Journal of Educational Research, 78(3):168-173, Jan/Feb 1985.

Writing samples used in the study came from only one low-income inner-city school which was predominantly Mexican-American. The students came from four third grade classes and four sixth grade classes for a total of seventy-eight (78) third-graders and ninety-two (92) sixth-graders. The compilation of errors excluded capitalization and punctuation and included spelling errors in the proper names of television programs. The third grade samples averaged 85.3 words per paper with 918 errors identified for an average of 11.8 errors per student. The sixth-graders averaged 100.7 words per paper, and 677 total errors for an average of 7.4 errors per participant. The errors were divided into seven (7) categories: "Spanish spellings, pronunciation-consonants, pronunciation-vowels, verbs, nouns, syntax (excluding verbs and nouns) and vocabulary." (p.169-170) The third-graders made more spelling, pronunciation and verb errors while the sixth graders made more syntax and vocabulary errors. No reasons were given for these differences in errors. There were differences in the writing assignment. The third grade writing assignment "elicited many past-tense forms, whereas the sixth grade letter probably did not; thus it is not surprising that fifteen (15) per cent of the third-grade errors were omission of -ed, whereas only fifteen (15) per cent of sixth-grade errors were of this type." (p.170) Although more research is needed, due to limitations of the study, it was concluded that a "significant portion of the writing errors made by these third and sixth-grade Mexican-American children can be attributed to language influences from Spanish, interlanguage, and/or Chicano English." (p.172) Future studies should include comparisons, controlled writing samples, and an analyzed "study of correct usage as well as errors." (p.173)

Hilgers, Thomas L. "How Children Change as Critical Evaluators of Writing: Four Three-Year Case Studies," Research in the Teaching of English, 20(1):36-55, February 1986.

Four students were observed from second through fourth grade as they evaluated the writing of their peers or their own writing in an effort to determine evaluation standards in children. Audio tapes, observation notes, teacher observations, self-reports on the children's attitudes toward writing and the students' standardized reading achievement scores were collected and used in the study. The students were instructed in the areas of getting ideas (planning) and writing a draft as well as "making a draft better" (revising) and "preparing a piece of writing for publication." (p.39) The teacher used modeling for planning and drafting, invented spelling while drafting, and cross-outs and arrows for revising. Children's papers were not graded. The teacher continually used "good" for encouragement. This worked for awhile, but in the spring, she began to publicly praise good points in each child's writing to help them progress. The following observations were determined from the case study: a) The students used the power of association in their evaluation by scoring writing about subjects they liked higher than those they disliked. b) The more often a student found material in a piece of writing to his liking, the more likely he was to evaluate the writing more positively. c) The students were unable to change from one audience to another without prompting from the teacher. d) Until a certain error or skill was actually used by the students, they were unable to use those types of errors or skills in evaluating others. e) Children began to use more variety in skills before they were able to speak about it among themselves, or communicate it orally to the teacher. f) The children tended to change their evaluations as they aged. In conclusion, teachers must not overlook the evaluation process while teaching writing. Revision does not always have to occur after evaluation. Often, a decision to leave a piece of writing "as is" was an appropriate gesture. Evaluative criteria must be used in both planning and revising. The study yielded "helpful information on cognitive development, problem solving, and writing." (p.54)

HOW DO EMOTIONS AND REASONS FOR WRITING AFFECT THE FINAL PRODUCT?

Bayless, Bell, and Tuck. "Analysis of Sex Stereotyping in Characters Created by Young Authors," Journal of Educational Research, 78(4):248-252, March/April 1985.

Eighty-four (84) manuscripts from the 1983 Young Author's Conference sponsored by the International Reading Association of Southwest Missouri State University were studied. Ten character traits were used to determine the stereotyping or non-stereotyping included in each young author's piece. The traits were divided into two (2) categories. The traditional male characteristics of "initiative, assertiveness, independence, curiosity, strength, courage competence, decisiveness, persistence, intelligence, and being deserving of and receiving public recognition," (p.249) were reduced to: heroic, brave, assertive, competent and independent. The gentle and more submissive female roles which included gentleness, compassion, sensitivity, emotionality, nurturance, dependence, passivity, weakness, fearfulness, and pride in personal appearance, were reduced to nurturing, dependent, sensitive, expressive of emotions and interested in appearance, for a total of ten characteristics to be charted and studied. The results showed that both sexes had a tendency to stereotype characters of their own sexes, although only fifty (50) per cent of the characters were stereotyped. One surprising finding showed that "74% of the male characters exhibited assertive and persistent behavior, while only 23% of the female characters exhibited these same characteristics." (p.250) The study also revealed that "52% of the female characters exhibited sensitive and loving behavior,"...and "22% of the male characters exhibited these same characteristics." (p.250)

Brand, Alice G. and Powell, Jack L. "Emotions and the Writing Process: A Description of Apprentice Writers," Journal of Educational Research, 79(5):280-285, May/June 1986.

The BESW was used to evaluate the emotions involved in writing. The data were expected to identify emotions that occur before, during, and after writing since emotions play a central role in the writing process. The study's main purpose was to compare the emotions of the required writing and self-initiated writing of skilled and unskilled writers. The BESW S-form was used to measure feelings before, during, and after writing. The BESW T-form was used to measure general feelings about writing. The emotions measured were grouped according to a 1969 study by Davitz into positive, negative passive, and negative active categories. Eighty-seven (87) subjects were used for the test from four undergraduate English classes at the University of Missouri-St. Louis. The ages ranged from 18-65 with a median of 22. A total of fifty-two (52) females and thirty-five (35) males participated. The findings indicated that positive emotions increased significantly as negative passive feelings weakened during writing. Skilled writers experienced more positive emotional change and less negative passive feelings during writing than their unskilled counterparts. All students experienced more negative active feelings when asked to write on their own than when given a required writing assignment.

Petrosko, J.M. and Others. Relationships Among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary Students, paper presented at the annual American Educational Research Assoc., New Orleans, ERIC Document Reproduction Service No. ED 249 523:28, April, 1984.

A study of 496 urban secondary school students in grades 6-12 was conducted in the spring of 1982 to examine relationships among several variables related to the writing process. An extensive questionnaire was used to determine students' ability to understand appropriate and inappropriate writing behavior. Further examination revealed a distinctive difference between students who were apprehensive about writing and those who were less apprehensive about the act of writing. It was determined that low ability students showed more apprehension than high ability students. Also, a student's knowledge of inappropriate writing behavior was a significant predictor of writing ability. An appendix was included to show the questions asked of each of the 496 students.

Hudson, Sally A. "Context and Children's Writing," Research in the Teaching of English, 20(3):294-313, Oct. 1986.

According to Hudson, other researchers have studied the differences in children's writing at school and at home. Her study paralleled these studies in an effort to discuss the interaction of the actual act of writing and the situation surrounding this act. She defined context as "an interaction between writer and situation." (p.299) Twenty children from grades 1-5 were selected after much detailed elimination to insure that two (2) girls and two (2) boys from each grade with unique qualities involving extensive writing activities both at home and school were present. Sixty hours of observation and taping were compiled for the study. The major areas discussed were: ownership, setting, audience, purpose, and genre. Three common situations were discussed: self-sponsored writing at home and in the community, self-sponsored writing in school, and assigned writing in school. Interesting findings included while most writing was done in school, girls presented more self-sponsored writing than the boys. Approximately 66% of all products discussed were written in school, and 33% were written at home or in the community. Children found a larger number of reasons to write on their own than when directed to do so by a teacher. Also, the number of reasons for writing at home "decreases from grades 1-3, and increases in tandem with the number given for self-sponsored writing at school." (p.305-306) Overall, children were able to give more reasons for self-sponsored writing at home than at school. Also, older children were able to give more contextual categories for writing than younger children especially in self-sponsored writing in both settings.

WRITING INSTRUCTION

IS METHOD IMPORTANT IN THE OVERALL PROCESS?

Dunn, S. The Teacher as Respondent to the High School Writer, ERIC Document
Reproduction Service No. ED 251 858:32, Nov. 1984.

A case study was made of a creative writing teacher in one high school to study the method of presentation and motivation in the writing process in the classroom. Data were presented from : "(1) field notes of classroom participant observation; (2) journals kept by the teacher containing his thoughts on the teaching of writing; (3) samples of naturally occurring student writing in the creative writing class; and (4) dialogue journals in which six student volunteers wrote with a researcher about their perceptions of the creative writing class." (p.1)
The issue of teacher/student relationship in regard to teacher's response to the students' writing was of paramount importance in the study. The study focused on perspectives about writing and its instruction and on the interpretations of students about what happens in their classes. The teacher observed was described as a coach, motivator and model rather than a teacher dedicated to responding only to the students' writing. He used "framing activities" to introduce topics and show the process of relationship among them as opposed to merely assigning a topic. His students were adept at "writing for the real world" instead of "writing for the classroom." The teacher's main purpose was to "create a space within which writing could happen, and coach by offering rhetorical strategies and encouraging responses to student efforts." (p.25)

Myers, M. The Variables in Lesson Design, paper presented at the annual meeting of the California Association of Teachers of English, Los Angeles, ERIC Document Reproduction Service No. ED 251 828:18, Feb. 1983.

A study of writing assignments in fourteen (14) English classes of five (5) inner city schools revealed how "teacher practices, classroom conditions and student differences influenced the design of writing lessons" (p.1) in each classroom. Teachers dealt with classroom situations in as many different ways as there are students. In other words, although some methods may not be considered best, they are necessary due to classroom situations and therefore "may be the best way to learn to write in classrooms." (p.5) In the study, internal validity was the location (inner-city schools), and the external validity the sampling procedure (minority student population of 90% or more). Also, 15% of the students from four out of five schools came from homes where another language was spoken. The six criteria used to select the fourteen local classrooms with fourteen different teachers were as follows: (1) Students were enrolled from the inner city of the district; (2) Each contained some instruction in writing; (3) Grade levels 9,10, 11, and 12 were chosen; (4) Courses were geared for the needs of students, i.e.: "remedial and bilingual versus general and advanced;" (p. 7) (5) Electives courses were used in some schools; others were regular English classes; (6) Teachers with a diversity of approach and experience were included. Four recognizable teacher roles were determined to exist: (1) teacher as writing instructor (2) teacher as instructor of general language use including reading and writing, offering and collecting assignments, reacting to student writing, and planning classroom routines (3) teacher as manager of student attendance patterns, interruptions, discipline problems, resources for teaching and (4) teacher as adviser and implementer of policies. The writing time averaged sixteen minutes and consumed one-third of total class time. Seventy-one per cent (71%) of the sophomores and thirty-nine per cent (39%) of the seniors were evaluated to be below the district's minimum standard for graduation. Several reasons were listed for this incompetence. The students with the lowest scores needed fluency, the students with papers in the middle needed an audience focus, the students with papers near the top needed to pay more attention to organizational form. There were five (5) kinds of assignments frequently given. Assignments were based on reading assignments, ideas, skill assignments, rhetorical assignments with either an audience emphasis or specific form, or a combination of all four. All fourteen (14) classes showed significantly more frequent skill assignments, however, idea assignments consumed the majority of class time. Skill assignments were frequently given to provide the teacher with time for management problems such as discipline, attendance or interruptions from counselors and principals. They also required a minimum of direction and support instruction. Skill assignments also tended to parallel the district curriculum objectives and were easier to report than "development in fluency, audience awareness, or organizational skills." (p.14) More study is needed to determine the best way to teach writing.

Nurss, Joanne and Hough, Ruth A. "Young Children's Oral Language: Effects of Task," Journal of Educational Research, 78(5):280-285, May/June 1985.

A total of forty-eight (48) students in grades K-3 (12 from each grade level) were asked to participate in different developmental tasks in language structure, vocabulary, and story conventions. The group consisted of twenty-five (25) girls and twenty-three (23) boys, thirty of whom were black and eighteen of whom were white. Each student told an original story, told a story to a wordless picture book, responded orally to a single picture with implied action, followed and gave directions to make a product, and wrote or dictated a story about a single picture with implied action. The purpose of the study was to identify developmental trends. The results were transcribed and coded for each of the five categories. Language maturity was significantly greater in students for grades 1-3 than K, however, no differences were found among these three grade levels. The study implicated a need for teachers to match task to desired result. For example: using single pictures are successful in increasing greater vocabulary, however, they are not useful for teaching the concept of a story or more complex narrative structure. The study also showed that teachers should guide students in story telling by modeling and frequently asking what should come next. Reading a variety of types of books was pointed out as a key in providing development of language, and in the children's growth in written language also.

Steinbach, R. Teaching Independent Reflective Processes in Writing: A Follow-Up Study, paper presented at the annual meeting of the American Educational Research Association, New Orleans, ERIC Document Reproduction Service No. ED 249 522:11, April 1984.

A follow-up study of an instructional intervention experiment aimed at teaching reflective planning skills in writing was conducted with sixteen (16) experimental and thirteen (13) control students. The study consisted of interviews involving questions and procedures that required: 1) advice each participant would give an aspiring young writer, 2) an account of what they do when they write, 3) an exercise in sorting and discussing eighteen planning phrases associated with expert and novice approaches to writing. Interviews lasted from 45-90 minutes and were intended to show the metacognitive understanding of the writing process. One analysis discussed the kinds of advice students would give their peers and their own accounts of how they write. Another analysis showed how students identified expert and novice planning strategies. A third dealt with specific justifications of their choices. The basic model was to generate relevant content, write, and then produce a final copy. The study showed that some students actually viewed writing as planning as opposed to something done prior to turning in a finished paper. They also revealed that the act of writing helped them to get their ideas out, then to figure out what they really intended to say before revising. They believed that writing was a tool for thinking which is revealed as the reflective approach to writing. Questions related to each student's personal account of writing were divided into five (5) categories which were: topic generation, content generation, translating, reprocessing and rhetorical considerations. Each question was scored on a scale of 1-4 with one being a straightforward knowledge-telling view, and four being a relatively complex view of the writing process. Individually, the subjects who made a 50% or higher number of statements receiving a 3 or 4 showed a substantial difference in proportion to their total number of statements. Thirty-three per cent (33%) of experimental subjects (5 out of 15) versus seven per cent (7%) of control subjects (1 out of 13) scored 50% or better. Conclusively, the follow-up study "grew out of extensive research on cognitive processes in composition planning and of ways to influence them." (p.8) The findings also showed that 7th graders from both groups indicated two principles: 1) information is important for essay writing, and 2) that planning is a good thing. The experimental group came closer to viewing writing as reflective instead of a knowledge-telling process. Attempts to obtain actual writing assignments from the group studied yielded only six (6) from each group, so no conclusions were drawn.

Wilucki, Belinda McCully. The Impact of Teacher's Orientation to Literacy on Children's Developing Concepts of Written Language in Kindergarten, ERIC Document Reproduction Service No. ED 247 601:99, 1984.

The study's purpose was to observe two different instructional environments in "literacy learning at the kindergarten level and the patterns of literacy learning displayed by children within them." (p.4) One of the many objectives included a description of the written language conceptions of kindergarten aged children. The observer used videotapes, interviews, classroom observations, and criteria for evaluation in writing in the study. The information was divided into groups according to data taken or observed from teachers and students. Eighteen kindergarten children were observed on videotape during normal classroom settings. In the mechanics/skills group, the teacher directed each activity while the communication/whole-language group remained a cooperative effort by all persons in the classroom. Often the activities in the cooperative effort group were changed to accommodate the interests of the children. The amount of time spent on reading and writing in the whole-language group was longer and yielded constant writing whether with a teacher or in groups without specific supervision. They also often chose their own topics which never occurred in the mechanics/skills group. Students in the mechanics/skills group spent most of their time listening to the teacher discuss letter shapes and sounds and other content direction. The final results showed these children could "write graphically conventional letters and words." (p.76) The process for the communication/whole-language group was altogether different in that they were encouraged to develop meaning or the "sharing of a message" while the mechanics/skills group "appeared to restrict the range of writing processes used by the students." (p.39) Conclusively, the major difference in the two groups was the attitude and procedures followed by the teachers. The results showed the communication/whole-language group wrote longer pieces more often and with greater understood meaning than the mechanics/skills group.

HOW SHOULD CHANGES BE IMPLEMENTED?

Owens, Deborah Swanson, "Identifying Natural Sources of Resistance: A Case Study of Implementing Writing Across the Curriculum," Research in the Teaching of English, 20(1):69-96, Feb. 1986.

Two high school teachers worked with the researcher in changing the curriculum to include more writing activities which would encourage "careful thought and learning on the part of the students." (p.69) Owens concurred with a 1984 report by J. Marshall that problems arise when teachers implement new curriculum ideas with reluctance. Both researchers agreed that in implementing new ideas, "the time they [the teachers] allot, the audience they designate, the extent to which they structure assignments, the emphasis they place on final versus working drafts- are powerful determiners of the value writing has as a mode of learning." (p.70) The need for successful implementation of new curriculum ideas prompted the research for this study. The two teachers who volunteered for the study were from an urban middle-class community with an approximate population of 55,000. The school enrollment was 2100 and had recently integrated both the teaching staff and student body of a local school which was forced to close. The study lasted five (5) months and the researcher met weekly with each teacher for approximately forty (40) minutes to discuss goals, assignments, class activities, and follow-up evaluations of the class assignments and activities. The researcher also visited each class on various occasions for a total of eighteen classroom visits. The two teachers held different philosophies in regard to curriculum. Naomi felt a need to become friends with the students while providing structure to their lives. She regarded writing as "a way to learn as well as a method for holding students' attention and organizing their thoughts." (p.81) As a result, she tended to give assignments which her students were more likely to complete rather than providing a challenge. Naomi's classes were low in ability and her main goal was to teach writing skills for survival rather than for thinking processes. Jack wanted his high ability college bound students to internalize information. He used free-write exercises as a stimulus to spark interest prior to reading literary pieces rather than an aide in writing formal essays following the study of literature. He used writing "to test the students' understanding, not to develop it." (p.86) Writing to "develop higher thinking skills" was nonexistent in Naomi's class while it remained the crucial task of Jack's. However, both teachers failed at implementing a new curriculum as originally intended although both agreed to continue to incorporate a small amount of writing to their curriculum. Naomi felt the need for more structure in writing and never quite reached the goal of the "free-write" methods. Jack failed because of his personal need to only attempt writing assignments which were right or appropriate for his own reasons and conditions rather than on the basis of research which showed pre-writing activities to be of benefit in writing.

Perrin, R. Writing in the Elementary Classroom, paper presented at the Indiana Teachers of Writing Conference, Indianapolis, ERIC Document Reproduction Service NO. ED 251 854:17, September 1984.

A survey of twenty-six (26) teachers from a suburban school near Terre Haute, IN, examined the types of writing assignments teachers assign to teach writing in their classrooms. The following seven statements were surmised as a result of the survey:

1. Elementary classroom writing concentrated heavily on creative writing and responses to literature with almost no expository writing reported.
2. Writing most often was incorporated only in the language arts and social studies programs and no other discipline.
3. Teachers were aware of their students' needs, however they tended to teach what they were taught instead of adapting the curriculum to the student.
4. Few teachers placed any emphasis or importance on grammar and mechanics.
5. Teachers tended to focus on what college professors thought to be significant rather than what working teachers found to be useful.
6. Teachers felt that journals and professional literature needed to contain more useful material.
7. Teachers were reluctant to share ideas and few attended conferences where they missed excellent opportunities to become open-minded and invigorated with new ideas for their areas of expertise.

WRITING, READING, AND REASONING

HOW ARE THEY RELATED?

Applebee, Arthur N. "Writing and Reasoning," Review of Educational Research, 54(4):577-596, Winter 1984.

Applebee examined many different researchers' reports in the area of writing from process to critical thinking. His discoveries were varied. He admitted in the beginning that research on the topic of thinking and reasoning and writing was scarce, however, he detailed information gained from a few. He maintained that in order for writing to exude thinking, it must contain an element of permanence, explicitness, organized thought and exploration of ideas. Traditionally writing processes have been treated as rhetorical problems such as "relating a predetermined message to an audience that must be persuaded to accept the author's point of view." (p.577) Secondly, "the process of writing will in some inevitable way lead to a better understanding of the topic under consideration." (p.577) Applebee's article addressed the following areas of research considered relevant to writing and reasoning: a) the general assumption that "writing [led] to general changes in reasoning ability," b) writing promoted greater understanding, and c) writing activities in American schools tried to bring about an understanding of subject matter. Applebee interpreted a researcher named Flower's work on writing with the following three main ideas. 1) Writing involved a number of subprocesses as opposed to a series of pre-determined events. 2) Writers used processes in writing differently. 3) The variances were due to the requirements of the writer's task. In short, "the process studies revealed that "writing is a learning process that we might expect to be related to learning." (p.583) Another researcher, Langer, suggested that the writer's knowledge of the topic played an important role in the outcome. Her research was with 10th grade students' knowledge of subject matter in social studies concepts prior to testing them on the related topics. Overall, students whose strong point was organization scored higher on topics which required comparison and contrast on relevant issues, while those whose strong point did not include organization skills scored higher on topics requiring supporting evidence to prove a thesis. Applebee described Langer's study as one of the first to examine the relationship between writing and understanding. Still another study revealed notetaking to be an excellent way of gaining knowledge using an 845 word passage with high school students. One group only read the material, one only underlined major ideas, and another only took notes. The notetaking group scored better on the final test, but it was inconclusive as to whether or not these results were actually due to the amount of time necessary in taking notes or the act of writing it down which made the difference. Applebee concluded that "we cannot be sure that further attention to writing skills will contribute to the education of a more rational, more thoughtful group of high school graduates." (p.591) He also asserted that although most of the research does lean in the direction of aiding these concerns, further and much more extensive research is needed before changes will occur.

Bloome, David. Gaining Access to and Control of Reading and Writing Resources: K-8 Final Report, ERIC Document Reproduction Service No. ED 251 830:235, October 1984.

Bloome's research examined the reading and writing resources and the linguistic task framework resources of children in grades K-8. The following findings were reported: 1) The location of physical resources became the responsibility of the student, however, the framework for writing continued to remain the teacher's responsibility with the use of curriculum materials. 2) Text reproduction, short answers and cataloging fell under the linguistic task framework and were determined by the teacher. 3) The distribution and availability of resources for reading and writing were influenced by classroom management, school district policies and economic philosophies. 4) Female students in the middle grades brought more supplies to school than male students. 5) The major source of books was family and friends. The study found that as students grew older, they tended to provide their own reading and writing materials while teachers still controlled the purpose and realm of classroom activities.

Gordon, Christine J. and Braun, Carl. "Mental Processes in Reading and Writing: A Critical Look at Self-Reports as Supportive Data," Journal of Educational Research, 79(5):292-301, May/June 1986.

The study compared the interrelationships of reading and writing for fifty-four fifth grade students (27 in each of two classes) from a middle school in Calgary, Alberta. The sessions were spaced over a five week period and lasted one hour in duration for a total of fifteen hours of instruction and observation. The experimental group was given emphasis on heightening awareness of text structure with the teacher as model. A strong emphasis was also placed on monologing and self-questioning to demonstrate flow in planning and decision-making in the composition process. The control group received instruction in poetry writing with focus on structure and types of poetry. General instructional methods for both groups included the same aspects of learning: modeling (monologing and self-questioning), group writing, discussion, and independent composing. The teacher/investigator taught half the sessions for both groups, and a graduate assistant taught alternate sessions to offset teacher effects on the study. A combination of self-reporting data along with an holistically scored composition served as evaluation tools for the study. In conclusion, self reports showed "that elements of story structure and/or instructional techniques such as self-questioning were used in the reading and recall processes of the experimental group." (p.297) Much similiarity was noted in thinking processes and strategies in both groups. Evidences of differences in recall and retrieval were present in the two groups, although few differences were evident in strategies during reading. Only a few students appeared to transfer knowledge for use from writing to reading, but most of them did transfer knowledge from reading to writing. Planning, translating and revising strategies were determined by a series of questions. Story grammar was used as an organizational framework for the stories of twelve (12) students in the experimental group. Also, some students in the experimental group indicated control over the writing process through the use of some of the techniques utilized during story grammar instruction. The control group's responses fell into five (5) basic categories, but none of their comments revealed knowledge or use of story elements even though some revealed thinking processes similar to those of the experimental group. The control group referred most often to mechanical skills and word usage. There was also evidence that more of the experimental students were using the knowledge of story elements during the writing process than during the reading and recall process, and more experimental students than control students claimed awareness and use of story grammar elements during planning and writing. The self-report data confirmed the following: 1) Both groups benefited from the instructional methodology. 2) All students in the experimental group benefited from the treatment in the same way. Some came away with further knowledge of story structure in the context of writing, but did not acquire conscious control. Similar types of strategies are evident in reading and writing, but these strategies are not used proportionately. 4) Previously learned strategies were viewed as relevant or beneficial as rules "for narrative discourse in the process of comprehension and recall as well as in the composing process." (p.299)

Ruddell, R. and Boyle, O. A Study of the Effects of Cognitive Mapping on Reading Comprehension and Written Protocols, Technical Report #7, ERIC Document Reproduction Service No. ED 252 811: 32 , April 1984.

According to the study "researchers suggest the necessity for readers to organize, integrate, and chunk information into experimental and associational patterns 'in order to comprehend information in texts.'" (p.2) Various techniques have been developed to help students to organize and integrate information in an effort to report the information in the form of writing. Mapping asks readers to "graphically arrange ideas and becomes a blueprint for compositions." (p.6) It is a prewriting exercise students used in developing and polishing ideas. Fifty-one (51) undergraduate students volunteered to participate in the study spring quarter of 1982 at the University of California, Berkeley. The three (3) groups were identified as group IA, IB, and group 2. Groups IA and IB received three (3) hours of instruction on mapping in conjunction with the rest of the course which included SQ3R and writing strategies dealing with cohesion and revision. The control group, group 2, received the same instruction without any mapping instruction. Every effort was given to assure that all students were treated equally. Students were introduced to the mapping process by being told to generate as many words or phrases as possible on a certain topic. Then, they were told to organize their words or phrases into categories. Lastly, they were asked to place their main idea in the center of the page and add secondary and tertiary ideas in the appropriate places. Students in groups IA and IB were given ten (10) minutes for mapping before a twenty (20) minute writing period, while students in the control group were given ten (10) minutes for any organizational technique of their choice, and twenty (20) minutes to write. Essays were scored holistically "by twenty-five (25) teachers who were attending the University of California, Berkeley Summer Teacher's Program of the Bay Area Writing Project; pre and post-test essays were read together." (p. 12) Results proclaimed that students who mapped scored significantly higher holistically than students who did not. Students who mapped also showed significant growth when pretest and posttests were compared. Also, students who developed maps wrote more cohesive transitions than did students who did not. It was hypothesized that this technique enabled students to organize and synthesize the ideas presented to them and helped them "to concentrate on the interrelationships between and among ideas in their essays." (p.24) Additionally, students who mapped wrote longer essays with more details than those who did not. The hypothesis was that the "maps reduced memory demand, allowing them to generate and integrate more ideas and details from the given articles." (p.24) Overall, "mapping assisted students in the more difficult tasks of orchestrating the information and ideas in two of the three patterns used." (p.25)

REVIEW OF RELATED OPINION ARTICLES

Murray, Donald. "On the Cutting Edge: Writing," Today's Education
p. 54-55, NEA, 1985.

Murray suggested that students only become motivated to write when they realize that by doing so they are free to "explore, record, examine and speculate about meanings in their internal and external worlds." (p.54) Discovering that writing is actually thought itself rather than after-thought is astonishing to most students. He further contended that the writer thinks by a series of texts: text of intent, text of reality, and text of response; thus we have purpose, the actual draft and the revision respectively. He stated that "the act of writing is at the center of any curriculum that presumes to teach thinking because writing forces the student to think and then allows the student to expose that thinking to self-criticism and the the criticism of others." (p.55)

Black, Janet K. "Those 'Mistakes' Tell Us a Lot," Language Arts, 57(5):508-513,
May 1980.

Black explained that student errors should not be corrected outright, but subtly. When her students misused some grammatical element, the same element was used in the curriculum correctly, but she did not find it necessary to correct the error in red ink! "Mistakes should not be corrected by form, but rather analyzed from a meaning, contextual and developmental perspective." (p. 510) In her opinion, these mistakes told her "what children knew, what they did not know, and what learning experiences they needed to know." (p. 512) Black's main emphasis was that we should not see students as deficient, but as emerging over a time period as competent in their attempts to communicate.

Small, Robert. "Why I'll Never Teach Grammar Again," English Education, 17(3):174-178, October 1985.

Small had no trouble getting his point across, however controversial it may be. His story paralleled the story of most English teachers who were taught and are still teaching grammar even though there has been no proof that studying gerunds and participial phrases improved writing. This rather humorous article further concluded that teaching grammar is a waste of time for both teacher and student. The article stated that teaching grammar improves writing skills like teaching muscles and bones improves walking. Instead of grammar, the focus should reveal the relationships "between and among composition and culture, literature and history, and our language." (p.178)

Smith, Frank. "Reading Like a Writer," Language Arts, 60:558-569, May 1983.

When Smith first explored the details behind teaching writing, he concluded that to do so was theoretically impossible. He found that some teachers felt that writing was simply a matter of handwriting and a few spelling and punctuation rules. Others felt it was a myth that only happened through diligent attention to instruction and practice. Some concluded that writing "requires an enormous fund of specialized knowledge which cannot be acquired from lectures, textbooks, drill, trial and error, or even from the exercise of writing itself." (p.558) The remainder of his article showed that writing demands more specialized knowledge than most people realize. He also argued that this knowledge can be acquired from a particular kind of reading, and then illustrated how this reading happens when children are experienced at "reading like a writer." (p.562) His final message showed teachers how to engage children in "purposeful written language enterprise as often as they can and protect them from the destructive effects of meaningless activities which cannot otherwise be avoided." (p.566) Smith pointed out that "emphasis on the elimination of mistakes results in the elimination of writing." (p.567)

Harste, Pierce, Cairney. The Authoring Cycle, Portsmouth, NH: Heineman Educational Books, 1985.

The Authoring Cycle presented a solid and well organized series of activities and explanations for teaching the process of writing, and developing writing skills while improving overall communication skills. The curricular frame of the authoring cycle began with life experiences from which students drew from a variety of subjects. Students were free to choose according to their interests. In groups of two to four, students shared their writing and ideas in an atmosphere of togetherness. Students learned to read better, write better, and reason better. Time was allotted for self-editing and group discussions to enhance content as well as producing grammatically correct work. Publishing was the most important part of the program with emphasis on the fact that publishing may simply be reading in front of the class or placing on the bulletin board the completed product. Students began to understand the need for literacy and the cycle was extended into their everyday lives. Teachers gained new perspectives on literacy and the teaching of literacy from the series.

SUMMARY

The process of writing has been under the close scrutiny of researchers and teachers alike for over a decade. The question of how best to teach writing is discussed more often than any other topic which can be determined by a review of related journals.

Pre-writing activities have been proven to bring about greater results in the quality of the finished product as opposed to simply making a writing assignment without explanation or direction. Several types of pre-writing exercises have been proven effective. Lambert found that class discussion as a pre-writing activity for fourth graders was an effective tool for stimulating boys to write. On the other hand, she cautioned against continual use of class discussion for fourth grade girls. Her research showed it had an adverse effect on girls in this age group. Smith discovered that his students continued to use freewriting, brainstorming and outlining as pre-writing assignments for several years after having used such techniques in the classroom. Moore's research supported the importance of both Lambert's and Smith's work by concurring that students who spent more time touching objects, analyzing and synthesizing showed greater originality in their writing.

Another key process in writing was that of revision. Kroll's work emphasized the importance of maturity in revision. While all students remained sensitive to the needs of the reader in writing for a specific audience, younger writers tended to copy on a word-for-word basis without replacing items. Older writers were able to re-tell a story using purposeful deletion of difficult words.

Revision remains perhaps the most difficult part of the process of writing to teach simply because students do not prefer to spend the time that it takes to do so. Modern man has presented the word processor to make this step easier.

The use of computers in writing class as pointed out in Dalton's study, is a significant aid for the low-level student. Kurth discovered that the use of word processors in the writing program produced longer drafts and more group discussion concerning revision than those students who use the traditional pen-in-hand method of writing.

Most students continue to think of revision as simply correcting grammar. Bording discussed teaching grammar through creative writing. His research showed this to be an effective way of teaching these skills in a junior high handicapped classroom rather than as an isolated assignment.

Mention must be made of the diversity of errors possible in the English language. Teachers of ethnic groups must become aware of the special problems involved in revision for such students. Cronnell noticed a significant number of errors in writing for the Mexican-American children studied and attributed this "to language influences from Spanish, interlanguage and Chicano English." (p.172)

As a final note in the area of revision, group evaluation was shown to be an important part of the process of writing in the work of Hilgers. Students were able to pick out the mistakes in other student's work much more easily than they were their own.

The overall final product was found to be affected by numerous environmental factors. Brand established that emotions play a very important role in writing. Students who were labeled as skilled, experienced more positive emotional change and less negative passive feelings during writing than their unskilled counterparts. Bayless, et al, discovered that although sex stereotyping still exists in student writing, more study is needed to determine why girls still write in the traditional feminine roles, and boys in the masculine in view of women's liberation over the past several decades.

Another factor in the development of the final product was the writing students' knowledge of appropriate and inappropriate writing behavior as a significant predictor of ability. Petrosko's research indicated an overwhelming relationship between the knowledge of appropriate writing behavior, (i.e. knowing when to revise, draft, outline) and the final product. According to Hudson, self-sponsored writing, which should help in the nurturing of a literate society, generally occurred at home simply because teachers continued to give specific assignments at school leaving no time for such activities.

Dunn's work revealed that teachers must allow students to write for the real world and real situations as opposed to writing strictly for the classroom. Although teaching styles are important, according to Myers, more research is necessary in order to determine which methods best benefit the teaching of writing. Nurss disagreed with Myers and found modeling to be an excellent way of teaching writing. Her study proved that such techniques were successful in teaching story structure in grades K-3, and showed that reading a variety of books, both orally and silently, was a key in the growth of written language.

While Steinbach did agree with Myers that more study is needed, he asserted that teaching planning skills is one of the most important parts of the writing process. For teachers of kindergarten, Wilucki conceded that children in a whole language group wrote longer pieces with greater understanding than children in mechanics/skills groups. Therefore, emphasis on the construction of text, yields greater results than simple letter formation and shape concentration.

As previously stated, changes must be made in curriculum to bring about a more literate society. Communication is an important social event which leads to literacy. Careful consideration of teachers' attitudes must be made in order

to bring about these changes. Simply throwing a change into the curriculum, or requiring such changes to be made will not be to the benefit of either party involved. Teachers' perspectives must be taken into account if successful implementation is to be made as found in Owens' study. Perrin stated that elementary teachers should become aware of their students needs, and writing should be incorporated in all curriculum areas. Writing across the curriculum must be implemented in both elementary and secondary classes for the best growth potential of all students.

How then are writing, reading and reasoning related? How can these changes be expected to bring about greater literacy? Gordon's work best summarized the answers to these questions by showing that mental processes in reading and writing are heightened by awareness of text structure and teacher modeling with a strong emphasis on self-questioning in the development of thinking skills. Students have a tendency to choose their own reading and writing resources on the advice of family and friends as they mature, which was noted by Bloome. He also found that teachers remained in control of the purpose and realm of reading and writing topics in classroom activities. Ruddell experimented with mapping and found it aided students in organizing and synthesizing ideas prior to writing a paper. This practice enabled them to concentrate their efforts on the inter-relationships of ideas in their essays and caused them to produce longer and more detailed essays. Ruddell emphasized all areas of process writing with stress on reading and revision.

Applebee's study cautioned that more research is needed before a determination can be made concerning writing and understanding or reasoning. Students who followed the pre-writing, drafting, and revision routine had no problems in producing well-written papers, but the differences in those students who were not exposed to these

elements were not substantial enough to be conclusive. Better controls and more research must follow.

CONCLUSIONS

WRITING PROCESSES:

1. Caution should be exercised in using class discussion as a stimulus in the fourth grade classroom for girls. It was, however, most effective for boys of the same age group.
2. Students who spent more time in analyzing and planning produced greater results.
3. Specific instructions on how to critique the work of peers and how to specifically write an essay proved helpful if only to lessen anxiety.
4. Younger students ~~lacked~~ the maturity necessary to change or re-write stories eliminating difficult words.
5. Computers ~~aided~~ low ability students in developing writing skills.
6. Computers enhanced the writing program and helped produce longer drafts and more class discussion concerning revision.
7. Grammar skills taught through creative writing showed greater transfer of skills than those taught as an isolated exercise.
8. Errors in grammar by Mexican-American students can be attributed to language influences.
9. Use of pre-writing, invented spelling techniques, peer group evaluation and revision showed excellent results as methods for teaching writing.
10. Sex-stereotyping of characters still ~~existed~~ although children had not been encouraged to produce either masculine or feminine characters.

11. Negative emotions can be alleviated by teaching methods and the implementation of more writing assignments.
12. The knowledge of appropriate writing behavior showed marked improvement in the final product of some students.
13. Students who spend more time in self-sponsored writing, whether at home or in the classroom, produced better writing material than those who did not.

WRITING INSTRUCTION:

1. Writing was encouraged by using positive comments on students' papers.
2. Teachers often used skill work strictly for management purposes.
3. Reading a variety of books to students increased maximum growth potential.
4. Planning skills ~~were~~ the most important process of writing when viewed as a thinking process.
5. Kindergarten children exposed to a whole-language program showed greater communication development than those in the mechanics/skills group.
6. Pre-writing activities should be viewed as a planning tool.
7. Teachers reluctantly attended conferences which ~~purported~~ changes in curriculum, and teachers ~~were~~ cautious in any curriculum change.

READING, WRITING, AND REASONING

1. Notetaking ~~was~~ an excellent source of gaining knowledge for recall.
2. Organization skills and the ability to support facts with evidence ~~were~~ good ideas for writing.
3. Curriculum for both reading and writing may be adjusted to incorporate interest levels of all students for improved motivation and increased productivity.

4. Modeling yielded excellent results in the thinking, reading and writing processes.
5. Mapping techniques enhanced organization and synthesization of ideas.

RECOMMENDATIONS

Based upon the research selected for this study and its significance to the language arts curriculum, the following recommendations are made:

WRITING PROCESSES:

1. Pre-writing exercises such as class discussion, mapping, outlining, and analyzing to aid students in preparation for writing are recommended.
2. Instruct students on how to critique the work of their peers.
3. Give specific instructions on how to write an essay to lessen anxiety.
4. Give assignments according to maturity and ability.
5. Use computers to aid low ability students in development of writing skills.
6. Use computers for all ability students to lessen time in revision.
7. Teach grammar skills through creative writing as opposed to isolated exercises.
8. Take language barriers into consideration for ethnic students.
9. Teach pre-writing skills, invented spelling techniques and peer group evaluation for greater results.
10. Encourage students to be versatile in the use of characters in an effort to discourage sex-stereotyping.
11. Alleviate negative emotions by giving more writing assignments, and through modeling.
12. Teach appropriate and inappropriate writing behavior.
13. Encourage self-sponsored writing at home and in the classroom.

WRITING INSTRUCTION:

1. Use positive comments on students' papers to encourage writing.
2. The use of skill work for teacher management is often necessary, but should not be the only source or activity in teaching the writing process.
3. Read a variety of books to students to show different ways of writing.
4. View planning skills as a thinking process in instruction.
5. Use the whole-language approach where applicable.
6. View pre-writing in instruction as a planning tool.
7. Attend conferences to become familiar with changes in curriculum with an open mind.

WRITING, READING, AND REASONING:

1. Use notetaking whenever possible for knowledge retention.
2. Organization skills, and supporting facts with evidence develop thinking skills.
3. Incorporate the interests of all students into the writing curriculum for greater motivation and increased productivity.
4. Modeling of the writing process will enhance reading, writing, and thinking.
5. Use mapping techniques for organization and synthesization of ideas.

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STUDENT QUALIFICATIONS

NAME: Julie C. Hook
ADDRESS: 1604 Frances Ave.
Elkhart, IN 46516

EDUCATIONAL BACKGROUND:

- Graduate of Mars Hill Baptist College
in Mars Hill, North Carolina (1973)
- Completed a 3 hour course in Teaching reading
at The Citadel (1976)
- 9 hours of graduate education courses at East
Tennessee State University (1978-79)
- IUSB graduate school program from 1985 to present

EMPLOYMENT EXPERIENCE:

- English Teacher 1972-1974
East Duplin High School (1½ years)
Beulaville, NC 28518
- English Teacher
Charleston Co. Schools (1975-1978 (2 years)
Charleston, SC 29403
- English Teacher
South Bend Community School Corporation (1984-present)
South Bend, IN (4 years)
- From 1978 to 1983, I worked as a secretary, teacher's
aide, and real estate broker because of the unavail-
ability of English openings in the Johnson City, TN
area.

REASON FOR UNDERTAKING THIS STUDY:

Having taught English for several years, I am well aware of the inability of many students to adequately communicate especially in the area of writing. I have had the pleasure of becoming involved in workshops provided by the SBCSC to follow the Bay Area Writing Project, a nationally known project for the improvement of communication through process writing. I have made some changes in my own curriculum and decided upon this topic to satisfy my own personal need to find research to support my changes.

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